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Pardo Bazán, Pedro Antonio de Alarcón, Julia de Asensi, Narciso Campillo, Fernán Caballero and Gustavo Adolfo Pécquer.

In addition to these prose selections the author has given us a number of short lyric poems, most of which are suitable for memorizing. He has made selections from the fables of Iriate and from those of Samaniego, Felipe Pérez y González, Juan Eugenio Hartzenbusch, Juan Antonio Cavestany, Antonio de Trueba, Fernán Caballero, José Zorilla, Gaspar Núñez de Arce, and Gustavo Adolfo Pécquer. Excellent notes with a few rules concerning Spanish prosody accompany these selections of poems, and should enable the pupil to grasp intelligently the salient points of what is ordinarily a dry and difficult subject. A short biographical and literary summary accompanies each set of notes to the selections from the various authors. A map of Spain in the front of the book adds still more to its usefulness. On the whole, those who teach Spanish are to be congratulated that there has been put into their hands a book with which much can be accomplished.

The reviewer feels impelled to make one suggestion, and that is that there might have been added to the notes sets of questions based upon the stories read, for the purpose of conversational exercises.

WILLIAM W. HALL

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Practical Exercises in Physical Geography. Atlas for Practical Exercises in Physical Geography. By WILLIAM MORRIS DAVIS. Boston: Ginn & Co., 1908. Pp. xi+148, and pp. 50, with 45 plates.

The object of the text and the accompanying atlas is to provide in as compact a form as possible a series of disciplinary exercises which may be assigned as laboratory work in connection with any of the modern textbooks in physical geography.

A careful examination of the two volumes convinces the reader that their preparation was, as the author states, a long and difficult task; but the result justifies the labor. Viewed as a scientific presentation of great physiographic problems, the work of Professor Davis cannot be praised too highly. The mere manual labor involved in the preparation of so illuminating and detailed diagrams would be enough to drive to despair anyone less skilled in representing the physiographic features of large areas. The judgment shown in selecting the important features and in omitting non-essential details commands unqualified admiration.

In two particulars, however, the books are open to criticism. First, the amount of space (114 out of a total of 144 pages) given to the discussion of land forms is disproportionately great. Second, those portions of contour maps selected for the illustration of physiographic forms are too small to be effective, and in a few cases the value of these maps is further reduced by an increase of the contour interval and the consequent omission of many contour lines. The Harrisburg sheet, which in the original form is very impressive to young students, loses its effect when drawn with an increased contour interval.

One cannot but feel that Professor Davis is mistaken in believing that the exercises of the text and atlas are adapted to young students of physical geography. The elaborate drawings and the exercises based upon them will be to the ordinary high-school student a series of puzzles to be worked out with care and patience. Perhaps, owing to the detailed and specific instructions, the student will complete the drawings correctly, but it is doubtful whether he will translate these complex drawings into terms of out-of-doors. The book seems better adapted to the college student who has done field-work and who is therefore able to see in these block drawings the real land forms which they represent.

The author, like most university textbook writers, has overestimated the ability of high-school pupils. Nevertheless his book is by far the best physiography laboratory manual yet published.

JANE PERRY COOK

THE CHICAGO NORMAL SCHOOL

Didaktische Ketzerereien. Von H. GAUDIG. Leipzig: Teubner, 1909. 2. Auflage. Pp. 134. M. 2.

Didaktische Präludien. Von H. GAUDIG. Leipzig, Teubner, 1909. Pp. 272. M. 3.60.

The director of the Leipzig Seminary for Female Teachers offers in these Didactic Heresies and Preludes a singular and stimulating body of educational opinion. Free from conventionalities, he touches, in apparently disconnected comments, on many of the burning questions of pedagogic theory and practice; but there is manifest throughout a spiritual bond that reveals a system, a definite attitude in matters educational. It centers in the demand that the teachers shall strive for the self-activity of the pupils—that is to be the pivotal consideration which determines the ideal of all educational effort; it is to govern the choice of subject-matter, the construction of the plan of studies, the elaboration of the teaching method. Its logical development will emancipate the young teacher from slavish adherence to the formulas of a narrowing pedagogic creed. To substitute for the rigidity of the Herbartian doctrine the flexibility of a truly human relation between teacher and pupil, to substitute the rational individualism of the sympathetic teacher for the fetters of a traditional doctrine, is Gaudig's primary aim (*Präludien*, pp. 1-13). The very titles of his topical paragraphs convey the burden of his message to young teachers: "To Question Intelligence to Death," "Incessant Questioning Brutal," "The Pupil's Question a Legitimate Factor in Education"—these and similar sections (*Präludien*, p. 16) point to the danger that has developed in German and other schools from an over-emphasis of the interrogatory method. "Psychology not a Subject, but a Principle of Instruction" pronounces a verdict of condemnation on much that underlies the present-day treatment through the agency of manuals of psychology. There is something truly refreshing in his comments on the by-products of teaching; he contrasts with them the mechanical conformity that laboriously evolves a progressive exposition of mental phenomena.

It is not the immediate results to be gathered from a textbook that appeal